

Inspection of a school judged good for overall effectiveness before September 2024: Clive CofE Primary School

The Hill, Grinshill, Shrewsbury, Shropshire SY4 3LF

Inspection date:

10 December 2024

Outcome

Clive CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Nicola Brayford. This school is part of Fields Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nicola Brayford, and overseen by a board of trustees, chaired by Paul Nicholson.

What is it like to attend this school?

Pupils are happy and enjoy their learning at Clive CofE, the school 'at the top of the hill'. They behave well in lessons and respond positively to adults' high expectations of what they should achieve. This applies to all pupils, including those who have special educational needs and/or disabilities (SEND).

Pupils feel safe at school. The overwhelming majority of parents and carers agree that they are. Pupils are confident to tell a trusted adult if they have a problem. They know that they will be listened to and supported.

A wide range of experiences are available for pupils to enjoy that enrich their personal development. There are strong links with the church and local community. For example, pupils enjoy participating in 'woodland school' in the adjacent grounds. There are various clubs on offer, which pupils take a lead in selecting and organising. Pupils enjoy the role of 'worship councillors' and feel a sense of pride in their contribution to this aspect of daily life. Educational visits and workshops provide pupils with a valuable insight into the wider world beyond their locality, for example visits to a Gurdwara.

What does the school do well and what does it need to do better?

Staff at this small school have high expectations for all pupils. They know each pupil and their needs well and ensure that all pupils are included in lessons. The school identifies

the needs of pupils with SEND. Staff adjust what they do so that these pupils can learn alongside others and achieve strong outcomes.

The trust and the school have worked hard to ensure that pupils receive a good quality of education. The school has developed the curriculum to make sure that it is carefully designed in many subjects. This is helping pupils with their learning. This is particularly the case for reading as well as in other subjects in the wider curriculum. For example, in geography, pupils know about differences in continents. Changes to the curriculum are still taking place in some subjects. For example, in mathematics the school has not yet established a consistent approach to how pupils learn mathematics across the school. This means that pupils do not develop their skills of mathematical reasoning as well as they might.

The school encourages pupils to use precise vocabulary to express themselves and to explain their thinking. This approach begins in early years. For example, pupils can confidently describe the weather for the day. Children in the Reception class can explain the relationship between numbers using words such as 'fewer' and 'more'.

Teachers have secure subject knowledge and implement the curriculum well. Pupils, in turn, pay attention and work hard across subjects and achieve well. Although teachers check that pupils are learning, the ways that they sometimes do this are not as effective as they could be. This means on occasion pupils do not build up their knowledge as well as they might.

The school has high expectations for behaviour and attendance. The school expects pupils to attend school every day and many pupils do. Absence is typically low. Systems in place to improve attendance and keep it high are robust. Pupils behave well throughout the school day. Caring staff in the early years teach children the importance of being kind and listening carefully. Pupils cooperate well and try their best. This helps them enjoy coming to school.

The school promotes pupils' personal development well. Pupils are knowledgeable about protected characteristics, diversity and discrimination. This helps to build their tolerance and respect. Pupils also have opportunities to develop leadership roles. They enjoy the responsibility of organising clubs for lunchtime. Pupils learn about healthy relationships and demonstrate a clear understanding of healthy lifestyles. The school also helps pupils to look after their mental health and develop resilience. Pupils are well prepared for life in modern Britain.

Those responsible for governance meet their statutory duties effectively. The multi-academy trust provides valuable support for the school. This includes, for example, curriculum development and the sharing of expertise. Governors bring helpful support and challenge from their local perspective. Staff are a caring, supportive team who are united in their dedication to the pupils' education. Staff are carefully supported in their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not established secure approaches to assessing pupils' learning. Consequently, errors and misconceptions in learning are not identified and addressed quickly. This means that pupils do not learn the curriculum as well as they might. The school should develop more effective approaches to developing staff expertise in their use of assessment.
- The school has not yet established a consistent approach to how pupils learn mathematics across the school. The subject is undergoing a transition to how it is delivered across all key stages. This means that not all children experience the same level of curriculum ambition and pupils do not explain their mathematics as well as they might. The school should ensure that it has a consistent strategy to implement mathematics across all key stages.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged [to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged Clive CofE Primary school to be good for overall effectiveness in June 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148505
Local authority	Shropshire
Inspection number	10344179
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	Board of trustees
Chair of trust	Paul Nicholson
CEO of the trust	Nicola Brayford
Headteacher	Nicola Brayford
Website	www.clivecofeprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Since the previous inspection, the school has joined the Fields Multi Academy Trust.
- Clive CofE Primary converted to become an academy in January 2022. When its predecessor school, Clive CofE Primary, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The school is part of the Diocese of Lichfield. Clive CofE Primary School's previous inspection under section 48 of the Education Act was in June 2023. These inspections normally take place every five years.
- The school does not currently use any alternative provision.
- There is a breakfast and after-school club managed by the school.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held discussions about the curriculum, visited a sample of lessons with leaders, met with teachers, spoke with pupils from different year groups about their learning and looked at samples of pupils' work. Inspectors heard pupils reading to a familiar adult.
- The inspectors met with the CEO and chair of the multi-academy trust and the local governing body, and held a telephone interview with the diocese representative. They scrutinised a range of school documents.
- The inspectors took note of the responses to Ofsted Parent View and met with parents. They met pupils from different year groups to ask about their views of the school.

Inspection team

Richard Kentish, lead inspector

Ofsted Inspector

Rob Bourdon-Pierre

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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